

STATE OF NEVADA

Nevada Ready! 3.0

Annual Plan to Improve the Achievement of Pupils



Dr. Steve Canavero, Superintendent of Public Instruction

3/17/2016

This document, commonly known as the State Improvement Plan (STIP), outlines certain key Department strategies for 2016 designed to improve student achievement by addressing four identified problems, and to begin to initiate changes to the overall system of K-12 public education through attention to additional factors identified through this analysis.

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INTRODUCTION

State law requires the State Board of Education to develop an annual plan to improve the achievement of pupils enrolled in Nevada public schools. This plan, commonly referred to as the “State Improvement Plan,” or “STIP,” is prepared for Board consideration by the Superintendent of Public Instruction and staff of the Department of Education, as well as a variety of stakeholders. The focus of this year’s plan is the same as it was in previous years - college and career readiness of all students in the K-12 public education system, as well as the system’s own state of readiness for fully realizing the kind of change required by recent reform initiatives and the current realities of Nevada’s student population. As the Department’s programs evolve under the promise of *Nevada Ready!*, we recognize that this third version of the plan reflects our continued effort in making sure Nevada’s educators and students are truly ready for success.

Pursuant to NRS 385.3593 and Assembly Bill 30 from the 2015 Legislative session, the plan must contain at least the following components:

- A review and analysis of student data collected by the Department;
- The identification of any problems or factors common among school districts or charter schools;
- Strategies to improve student achievement;
- Strategies to provide information about higher education and financial aid;
- Strategies to improve the allocation of resources, including information on the effectiveness of legislative appropriations related to education; and
- Clearly defined goals and benchmarks.

The plan must also include an identification of Department staff responsible for ensuring strategies are successful, as well as timelines and measurable criteria for determining such success, and a budget for the overall cost of carrying out the plan.

For 2016, the Superintendent of Public Instruction and Department staff elected to present a modestly revised annual plan for Board approval that reflects many lessons learned from the implementation of the 2014 and 2015 STIP. Like its predecessor, this “3.0” document adheres as closely as possible to statutory requirements, is focused solely on calendar year 2016, and seeks to provide the next step in the state’s future plan amendments. The plan is limited to: (1) certain ongoing key activities of the Department, and (2) new initiatives the Department is beginning to implement. The Department’s Five-Year Strategic Plan, last updated in 2012, is incorporated by reference as required by state law; it is available online at http://www.doe.nv.gov/SBE/5_Yr_Strategic_Plan/ (NOTE: The Superintendent has announced his intention and along with the Board taken steps to begin revisions to the Strategic Plan. Because of significant measures passed during the 2015 legislative session and the recent reauthorization of the Elementary and Secondary Education Act, this effort will begin in the Spring of 2016, so the Department can portray a more complete 5-year picture.)

ABOUT THE DEPARTMENT OF EDUCATION

Nevada’s Department of Education consists of the State Board, the Superintendent of Public Instruction, approximately 150 employees, and more than a dozen statutorily-created committees, councils, and commissions. The Superintendent is the executive head of the Department and works in partnership with the State Board on the development of regulations and policies governing K-12 public education. From the licensure of new educators to the adoption of academic content standards to the reporting of school performance and the administration of federal and state appropriations, the Department directly and indirectly impacts the achievement of the nearly half a million school-aged children and some 30,000 adults seeking high school equivalency education. Pursuant to an Executive Order issued by Governor Sandoval in 2013, the Department also shares educational responsibility with the Nevada Department of Health and Human Services for an estimated 180,000 children aged 0 to 4. The Department works in close coordination with local school districts, the State Public Charter School Authority, the Nevada System of Higher Education, and Regional Professional Development Programs.

Department Vision

“All Nevadans ready for success in the 21st Century.”

Department Mission

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

Goal Statements

- All students are proficient in reading by the end of 3rd grade.
- All students enter high school with the skills necessary to succeed.
- All students graduate career and college ready.
- Effective educators serve students at all levels.
- Efficient and effective use of public funds to achieve the highest return on educational investment.

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SECTION 1: DATA REVIEW AND ANALYSIS

The Department of Education collects and reports two primary sources of accountability data concerning the achievement of pupils: the Nevada Report Card and the Nevada School Performance Framework (NSPF). The Department also collects and reports data from the National Assessment of Educational Performance (NAEP), as well as information on Career and Technical Education (CTE) that is not included in the Nevada Report Card. Included below is a high-level review of these available data streams; Department employees and stakeholders have analyzed this information for the reporting of problems and factors and the creation of related strategies.

DEMOGRAPHICS OF NEVADA’S K-12 POPULATION

As of October 2015, there were 467,527 students enrolled in Nevada’s K-12 public schools (district and charter combined). Three entities -- Clark County School District, Washoe County School District, and the State Public Charter School Authority -- represent 89 percent of the total statewide enrollment, with the balance distributed among the 15 other districts.

Ethnicity

Nevada has a rapidly changing ethnic environment. The fastest growing ethnic group is Hispanic, with a corresponding decrease in the percent of White students as illustrated in Figure 1. Beginning in the 2010-2011 school year a new ethnicity classification, “Two or More Races,” was introduced

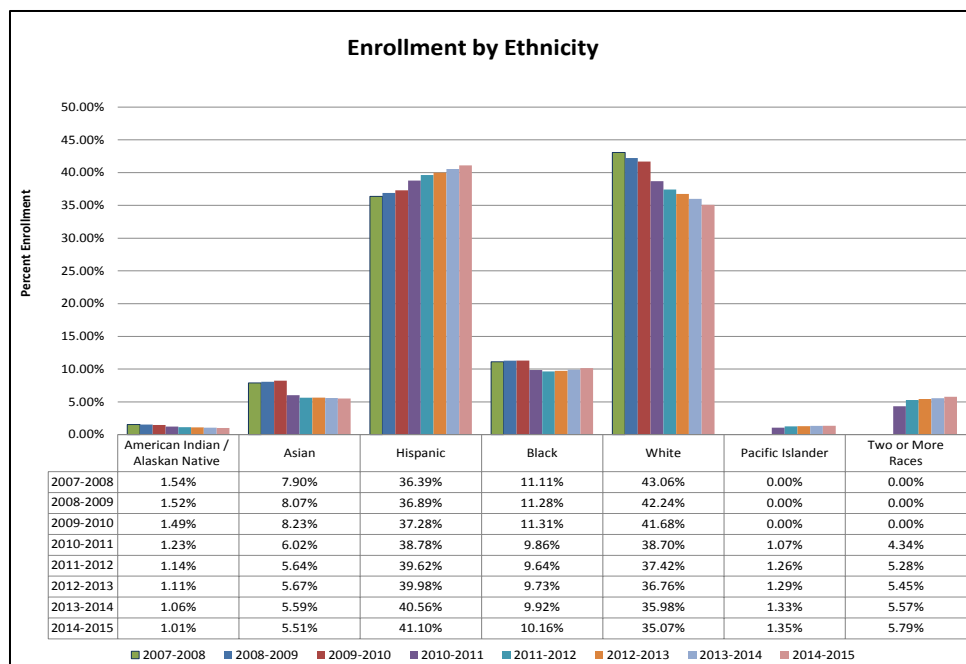


Figure 1 Nevada student enrollment by ethnicity

which resulted in shifts in other categories. As revealed by data elsewhere in this analysis, long-standing ethnic subgroups (Black and American Indian in particular) continue to experience significant achievement gaps in student performance.

Special Populations

Figure 2 illustrates the three primary special population groups, English Language Learners (ELL), Free/Reduced-price Lunch (FRL), and Special Education (IEP) program students exist. There appears to be a significant increase in students qualifying for FRL, particularly since the 2009-2010 academic year. Interestingly, it appears that an increase in the percentage of students qualifying for FRL coincides with a decrease in the percentage of students identified as ELL.

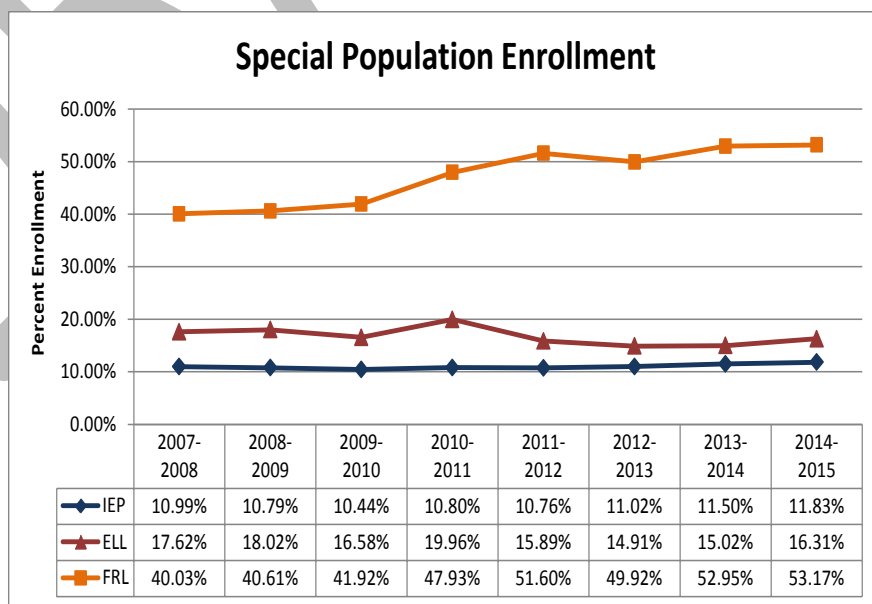


Figure 2 Percent of Nevada students identified as IEP, ELL, and/or FRL

STUDENT PERFORMANCE¹

Testing Irregularity

During the 2014-2015 school year, Nevada experienced a testing irregularity during the first administration of the computer-based Smarter Balanced criterion-referenced tests (CRTs), resulting in incomplete assessment results for students in grades 3-8 in English Language Arts and Mathematics statewide. On April 20, 2015, Superintendent Dale Erquiaga issued a guidance memo to school districts and the State Public Charter School Authority (SPCSA) that addressed the disruption in computer service during the administration of the CRTs and provided a course of action for districts and the SPCSA to follow in light of the testing challenge. Subsequently, a large number of Nevada students were unable to complete the required testing, causing an incomplete data set relative to statewide student performance and achievement. Therefore, the analysis of student performance data is without 2014-2015 student test results. Figure 3 represents student data, grades 3-8, through the 2013-14 school year.

Aggregate Data

Two primary metrics exist which are used to evaluate and describe the performance of Nevada students: scale scores, and the percentage of students at one of four proficiency levels.

The number of questions a student correctly answers is converted into a value on a scale for any given assessment. Based upon the scale score, a student will fall into one of four performance categories, otherwise known as “proficiency levels”: Emergent/Developing (ED), Approaches Standard (AS), Meets Standard (MS), or Exceeds Standard (ES). The demarcation point for any given proficiency level is referred to as a “cut score”. In Nevada, “Meets Standard” and “Exceeds Standard” are in the “Proficient” range. To understand how groups of students are performing, scores of individual students are aggregated and reported as mean scale scores and percentage of students at each of the four performance levels. Trends in the performance of Nevada’s students overall, or in specific subgroups of students, can then be reported by reviewing these data over time².

The mean scale score and percent proficient values typically move in a correlated fashion; as the average scale score of Nevada students increase, there is often a corresponding increase in the number of students reaching the categories of Meets or Exceeds Standards, although this is not necessarily the case. For example, it is possible to see a moderate increase in the mean scale score of students in the bottom 25% of the data range with no corresponding increase in the top 75% of students. This could increase the overall mean scale score for the state while only moving that group of students from the Emergent/Developing range to the Approaches Standard range. This would be seen as an increase in the state mean scale score with no change in the percent proficient. Changes in performance standards, cut

¹ Note: Data presented are for representative grades. Comprehensive data is available at the Nevada Report Card web site: www.nevadareportcard.com

² Changes in slope of any given trend line or between data points do not necessarily indicate a statistically significant change. A change of one point, or even several points, may simply indicate random variance in scores from year to year.

scores, or assessments can result in shifts in trend lines for mean scale scores, percentage of students reaching the cut scores for proficient or above, or shifts in both. Such changes in the trend lines can be seen in Figure 3. These shifts in trend co-occurred with policy changes in Mathematics in the 2008-2009 and 2011-2012 school years, and in Reading in the 2009-2010 school year. By comparison, Science did not undergo major policy changes recently and the data for mean scale score and percent proficient have moved in a relatively parallel manner. Although changes in policy can result in sudden shifts in various measures of performance, there are many other factors that have the ability to influence the performance of groups of students.

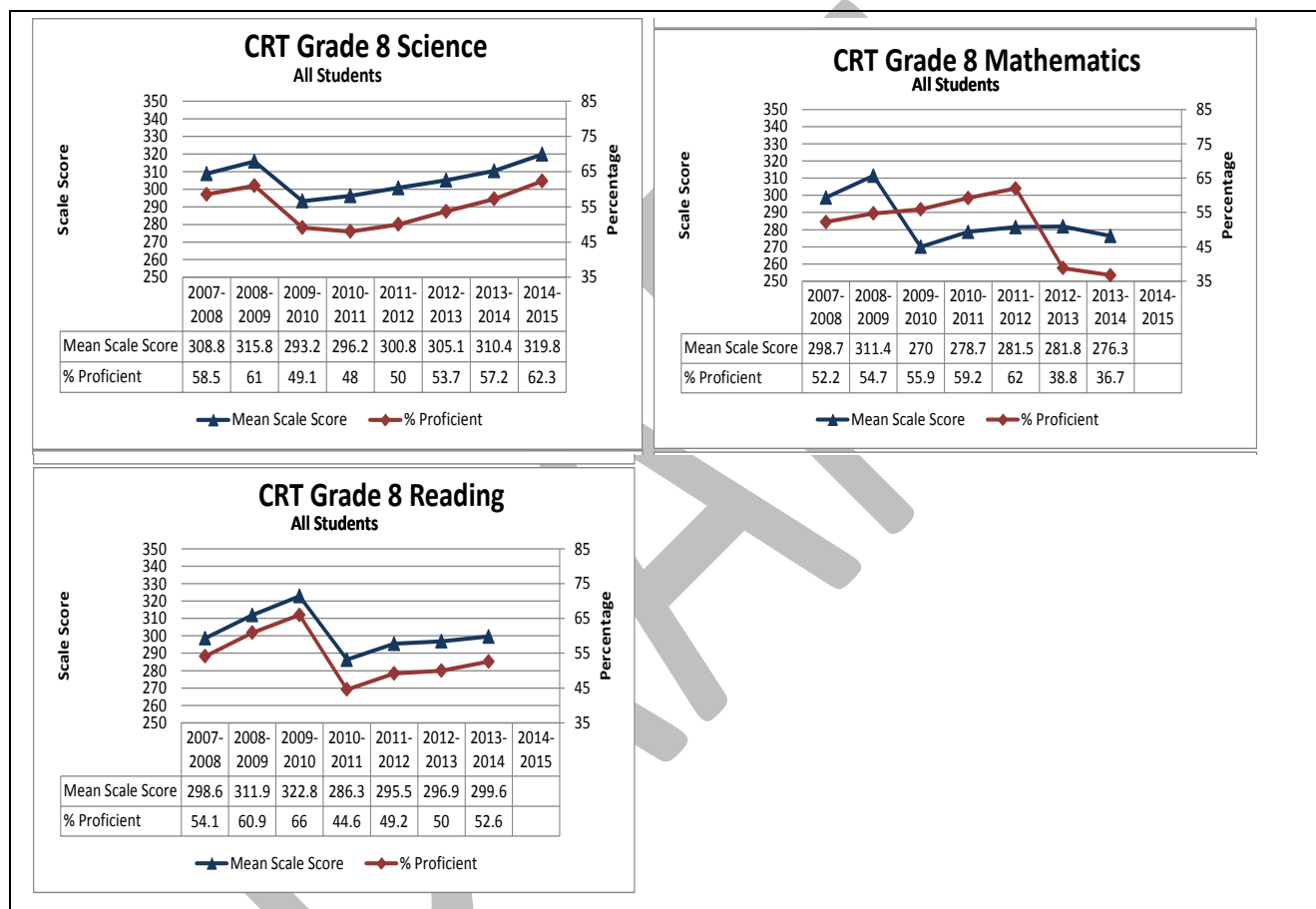


Figure 3 Grade 8 student performance in Mathematics, Reading, and Science

Another assessment is available to provide a degree of external validation of the CRT performance data. The National Assessment of Educational Progress (NAEP) assesses students in grades 4 and 8 in reading, mathematics, and other subjects. Every two years the results of such assessments are released as state-level data and can be used to compare general trends between the CRTs, which are based upon state standards, and NAEP, which is based upon a Federal framework. The two assessments are different in composition, design, scale, and administration; therefore results are not directly comparable. However, it is useful to compare trends in performance between the assessments to evaluate the general pattern of results. Using the available NAEP data as a comparison, Figure 4 shows a similar trend between CRT percent proficient and NAEP percent proficient for grade 8 reading and mathematics.

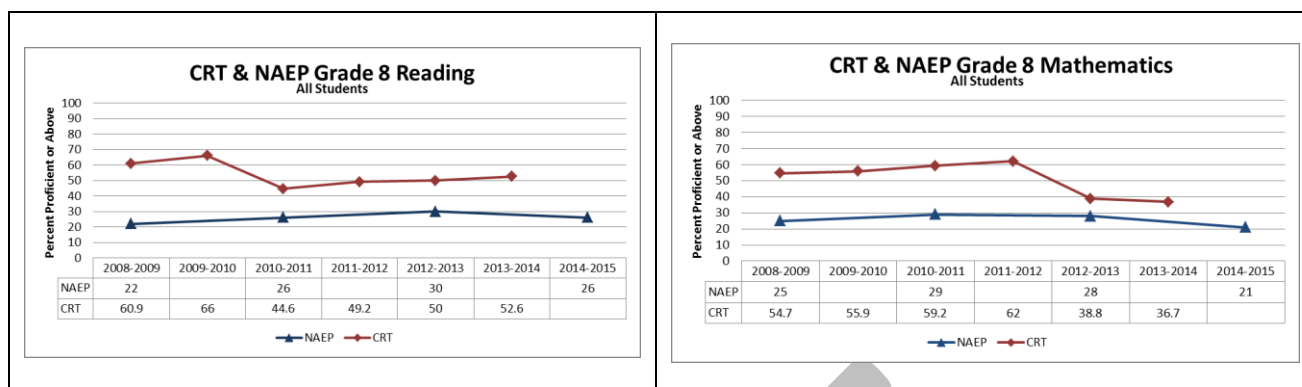


Figure 4 Nevada student performance on CRT and NAEP in Reading and Mathematics

The exceptions occur in years when Nevada assessment standards changed. These changes are reflected in the decline in mean scale scores in the 2009-2010 assessment year for mathematics and the 2010-2011 assessment year for reading. Overall, there had been a positive trend in aggregate performance of Nevada students in math and reading during the previous five years according to NAEP, however, there was a slight decline in 2014-2015.

Performance on the High School Proficiency Examinations (HSPE), see Figure 5, provides a clear illustration of the effect of policy change on student proficiency ratings and mean scale scores. The dramatic changes in performance in mathematics and reading coincide with changes in standards and cut scores.

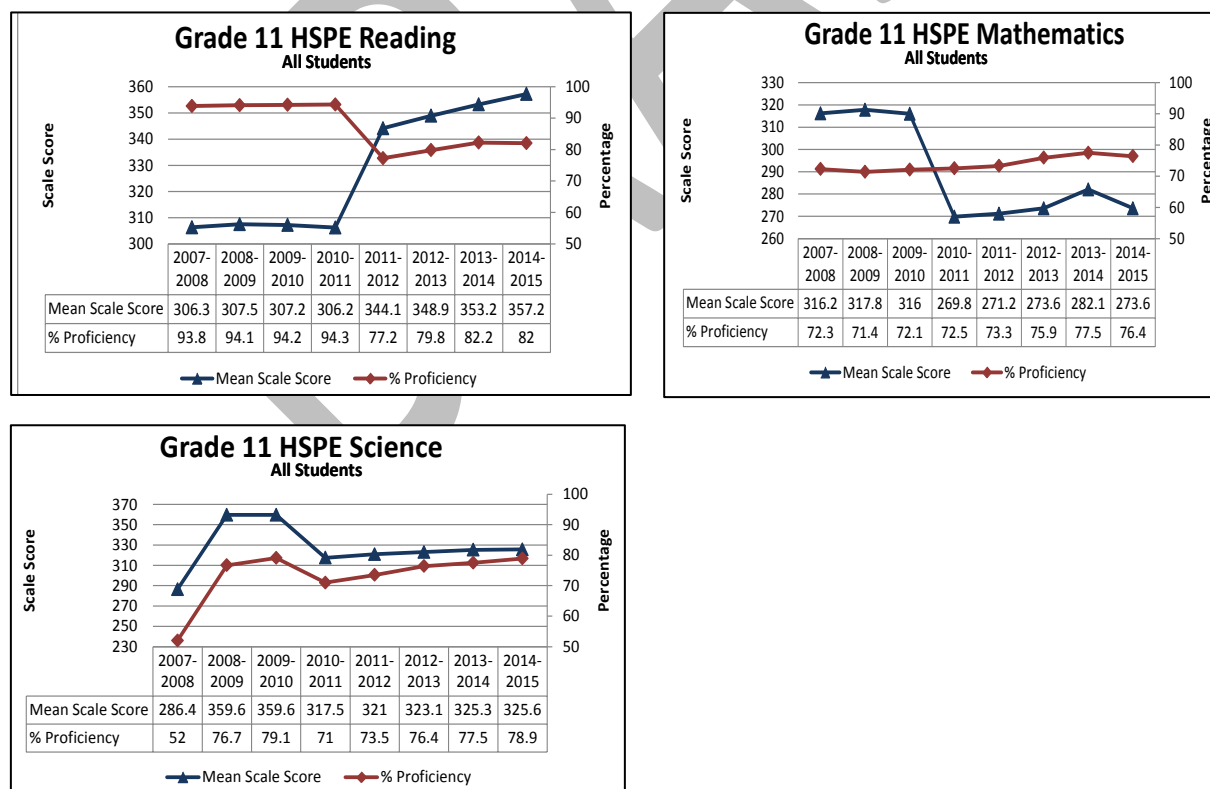


Figure 5 Nevada Grade 11 student performance on the HSPE in Reading, Mathematics, and Science

Ethnicity

Overall performance of students appears to have improved over the past five years with a decline in performance across all groups in 2013-2014. Figure 6 illustrates an apparent increase in the percent proficient of grade 4 students in mathematics across most ethnic groups followed by the decline. A performance gap between ethnic groups exists. Figure 7 shows gaps between grade 4 and 8 White students compared to other ethnic groups. A significant difference exists between nearly all groups compared to Whites.

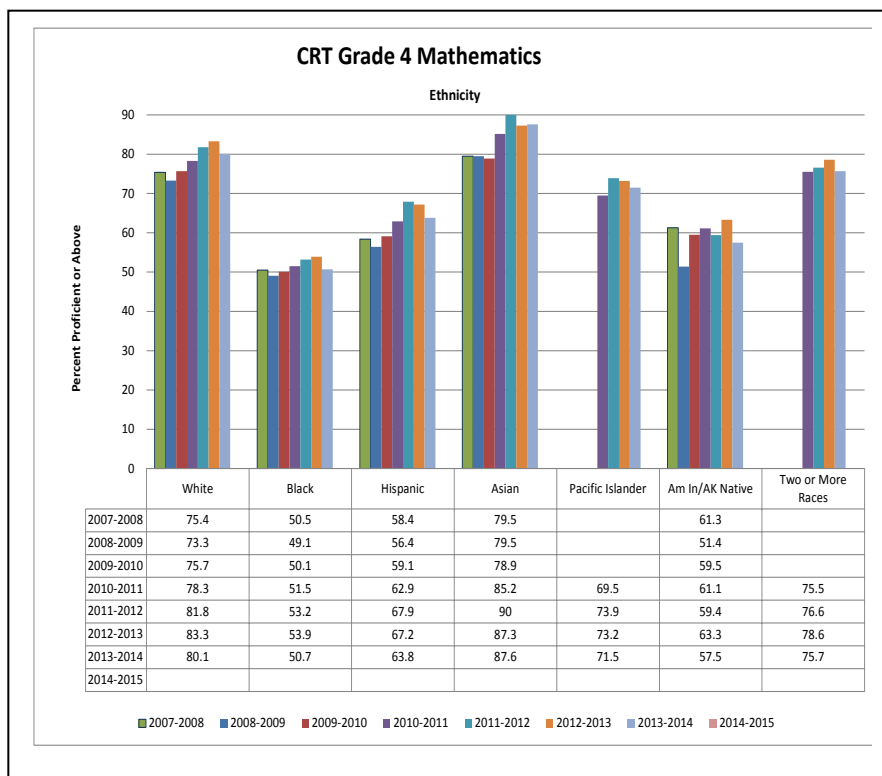


Figure 6 Grade 4 Mathematics performance by ethnicity

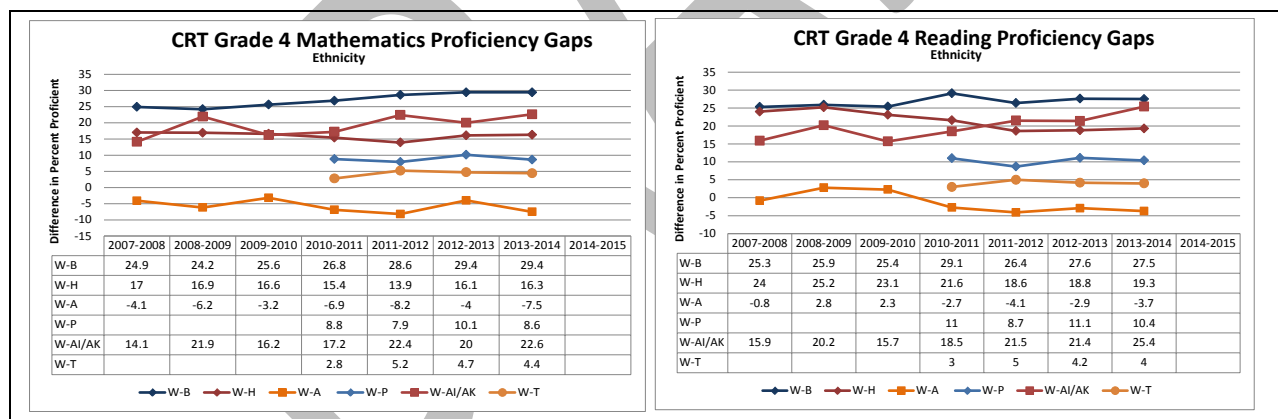


Figure 7 Grade 4 Mathematics and Reading proficiency gaps by ethnic group when compared to Whites

Special Populations

Data for the three primary special population groups; ELL, FRL, and IEP, are of a more complex nature. There exists a correlation between FRL students and ELL students. This correlation, or covariance, between groups means that an overlap exists between the two data sets. As such, a change in values for one group necessarily means a change in the other will exist, thus making an understanding of the factors affecting such changes more challenging. Figure 8 illustrates the overall pattern for FRL, IEP, and ELL groups for grade 4 reading and mathematics.

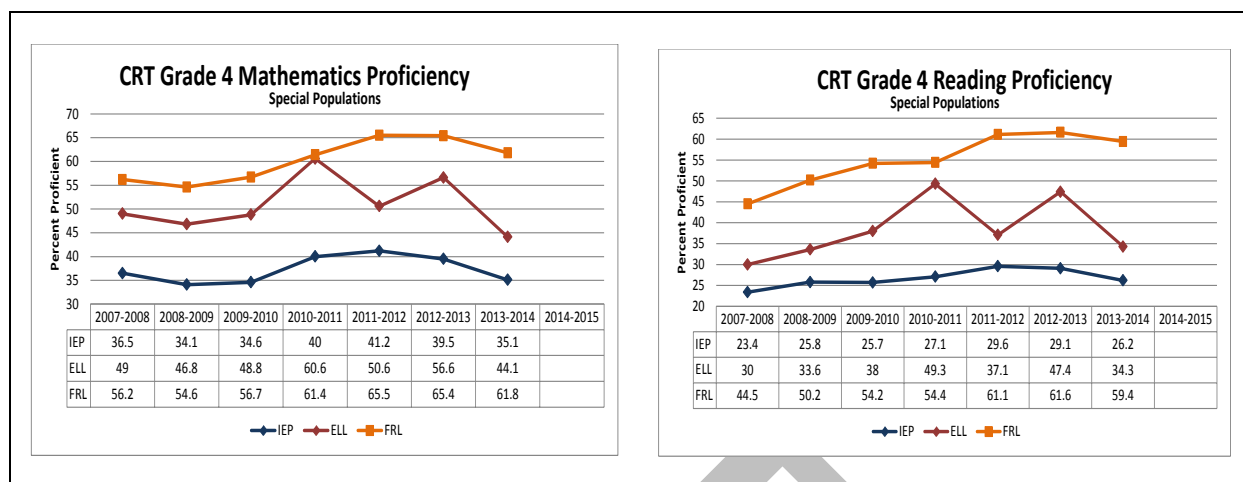


Figure 8 Grade 4 Mathematics and Reading proficiency by special population

The data appear to show a positive trend over the previous 5 years with a decline across all subgroups in 2013-2014. This pattern is consistent with the “All Student” analysis described earlier in this report. The corresponding NAEP data show a statistically significant increase in student performance over the same time period.

Aside from the overall performance of students, scores of dichotomous groups are compared to evaluate the status of any systematic gap in scores. For example, assessment scores of students qualifying for aid under the Free/Reduced Lunch (FRL) program, which serves as an indicator of socio-economic status, are compared to scores of those students who do not qualify for this aid and therefore are presumed to be in a higher socioeconomic group. The gaps between grade 4 percent proficient in special populations are shown in Figure 9. Again, small fluctuations in slope do not necessarily indicate statistically significant change.

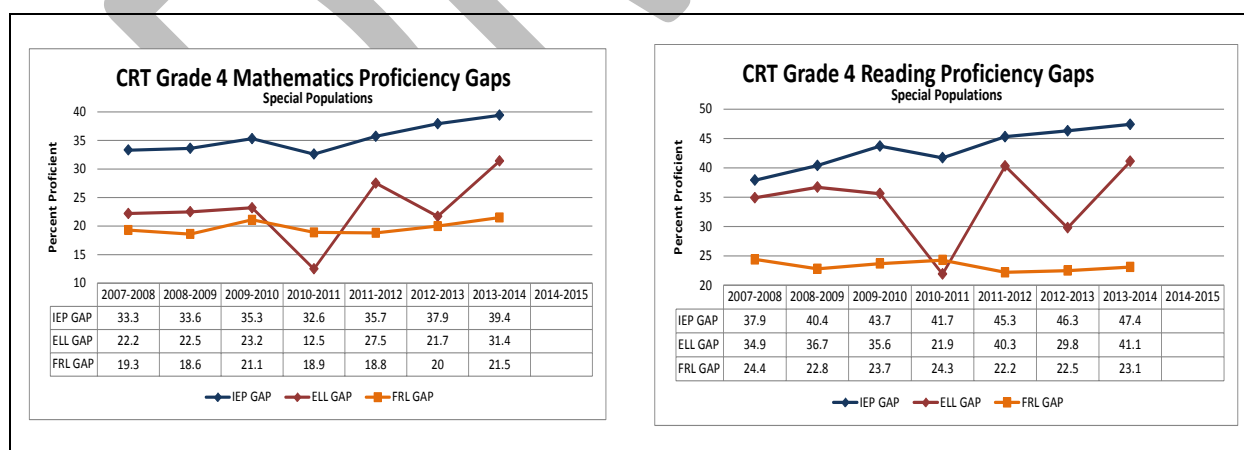


Figure 9 Grade 4 Mathematics and Reading proficiency gaps between students identified as part of a special population and their counterparts not identified as such

Career and Technical Education

The Nevada Office of Career, Technical, and Adult Education (CTE) serves a breadth of students who are focused on more technical academic experiences as they grow into individuals who are college and career ready. A variety of performance indicators are available to review CTE student performance. Beyond providing a means of monitoring success, the data have the potential to provide insight into some of the motivation and drive that result in students taking CTE coursework. During the 2014-2015 school year, all grade levels experienced increased enrollment in CTE programs, with tenth grade experiencing the most significant increase (see Figure 10).

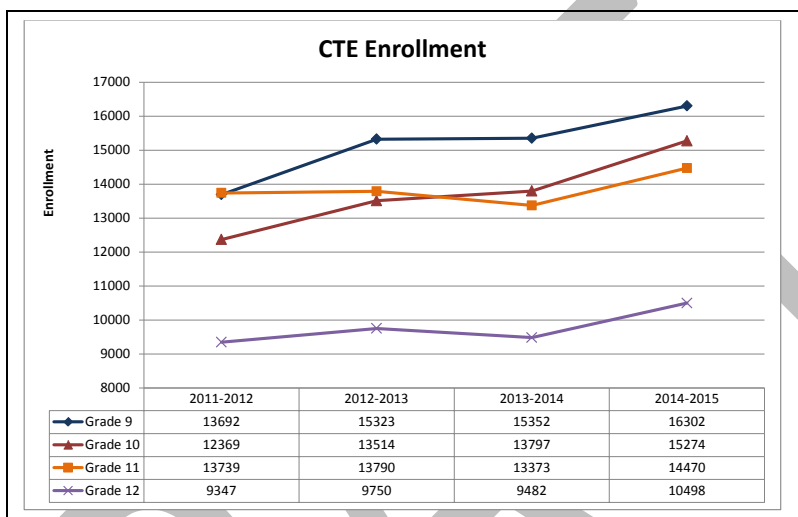


Figure 10 Career and Technical Education enrollment by year

Tables 1 and 2 show performance of grade 11 students on the Math, Reading, and Writing components of the 2013-2014 administration of the High School Proficiency Exam appears similar overall, however there appears to be a trend for CTE students to have slightly higher scores especially for Black and Hispanic students.

		ALL		IEP		ELL		FRL	
		#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof
CTE 2014-2015 School Year	Math	6798	86.82	396	49.49	163	32.52	2787	82.1
	Reading	6794	89.67	393	51.4	160	30.63	2782	85.08
	Writing	6803	89.77	389	46.27	163	37.94	2791	86.31
State 2014-2015 School Year	Math	31256	76.4	2622	32.2	1594	28	14806	68.6
	Reading	31241	82	2608	34.7	1584	22.5	14796	74.9
	Writing	30850	80.7	2525	32.2	1523	23.8	14535	73.6

Table 1 CTE and State grade 11 HSPE percent proficient by subpopulation

		Am In/AK native		Black		Hispanic		White		Two or More Races		Asian		Pacific Islander	
		#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof	#Tested	% Prof
CTE 2014-2015 School Year	Math	70	78.57	476	76.47	2556	82.24	2661	90.91	369	91.6	576	94.62	90	87.78
	Reading	70	77.14	476	81.51	2557	86.59	2657	92.81	369	92.95	575	94.96	90	90
	Writing	72	83.33	480	84.17	2565	87.6	2657	91.38	368	94.84	569	94.38	92	89.13
State 2014-2015 School Year	Math	302	72.8	3024	59.8	12193	69.8	11535	84.7	1661	82.1	2105	89.7	436	75
	Reading	300	75.3	3008	69.3	12181	76.1	11545	89.7	1670	87.6	2103	88.9	434	79
	Writing	298	78.5	2946	70	12022	75.2	11414	86.9	1646	87.6	2095	88.4	429	82.5

Table 2 CTE and State grade 11 HSPE percent proficient by ethnicity

Graduation Rates

Beginning in the 2011-2012 academic year, a new formula has been used in the calculation of graduation rates. The new designation is “Cohort Graduation Rate.” Overall, the statewide graduation rate has remained relatively the same over the past three years. Figure 11 shows the cohort graduation rate disaggregated by ethnicity as well as the statewide total. Figure 12 provides similar data for CTE students. Notably, it appears that CTE students have consistently higher graduation rates than the general student population in Nevada. The CTE cohort graduation rate measures the graduation rates of students who reach concentrator status by completing two credits in a CTE course sequence.

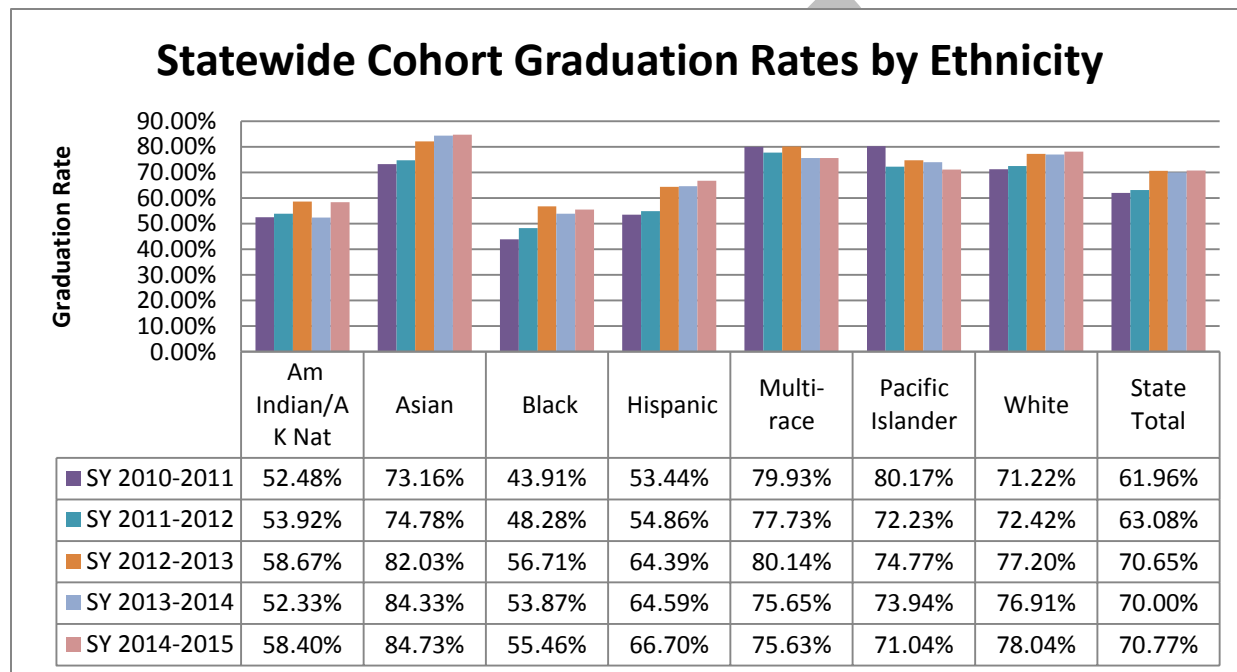


Figure 11 Statewide Cohort Graduation Rates by Ethnicity

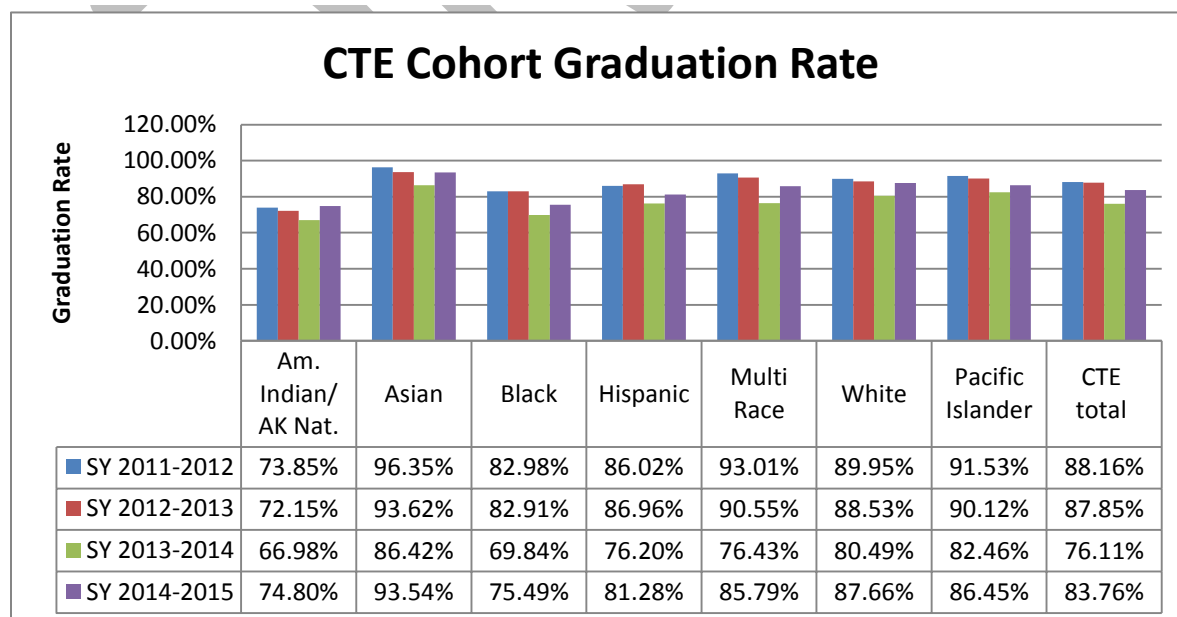


Figure 12 CTE Cohort Graduation Rates by Ethnicity

Disciplinary Incidents

Historically the Department of Education has tracked six categories of discipline incidents:

- Violence to Other Students
- Violence to School Staff
- Possession of Weapons
- Distribution of Controlled Substances
- Possession or Use of Controlled Substances
- Possession or Use of Alcoholic Beverages

During the 2011-2012 school year a seventh factor, Bullying, Cyber Bullying, Harassment & Intimidation, was added. As of 2013 – 2014 school year, harassment and intimidation were no longer identified as violations of a Safe and Respectful Learning Environment: the definitions of these two incidents were combined under the definitions of Bullying and Cyber-Bullying.

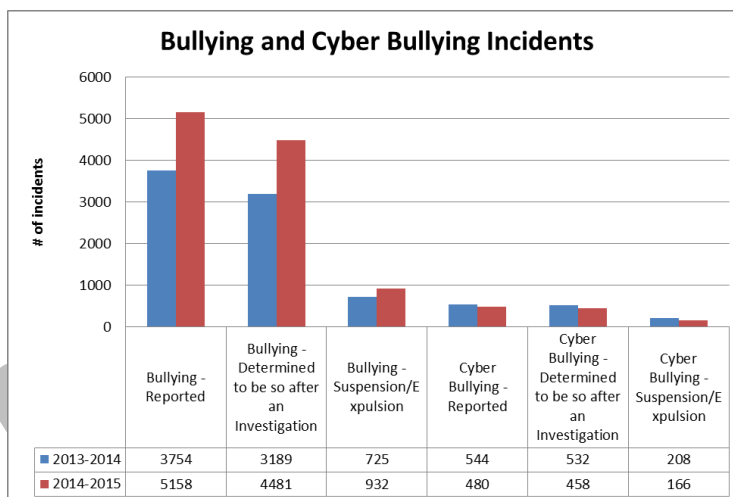


Figure 13 shows the number of Bully and Cyber-Bullying incidents during the 2013-2014 school year and the 2014-2015 school year. Figure 14 shows the number of discipline incidents over the past eight years for each category. This data shows declines in most categories until the 2014-2015 school year, which shows an increase in each category.

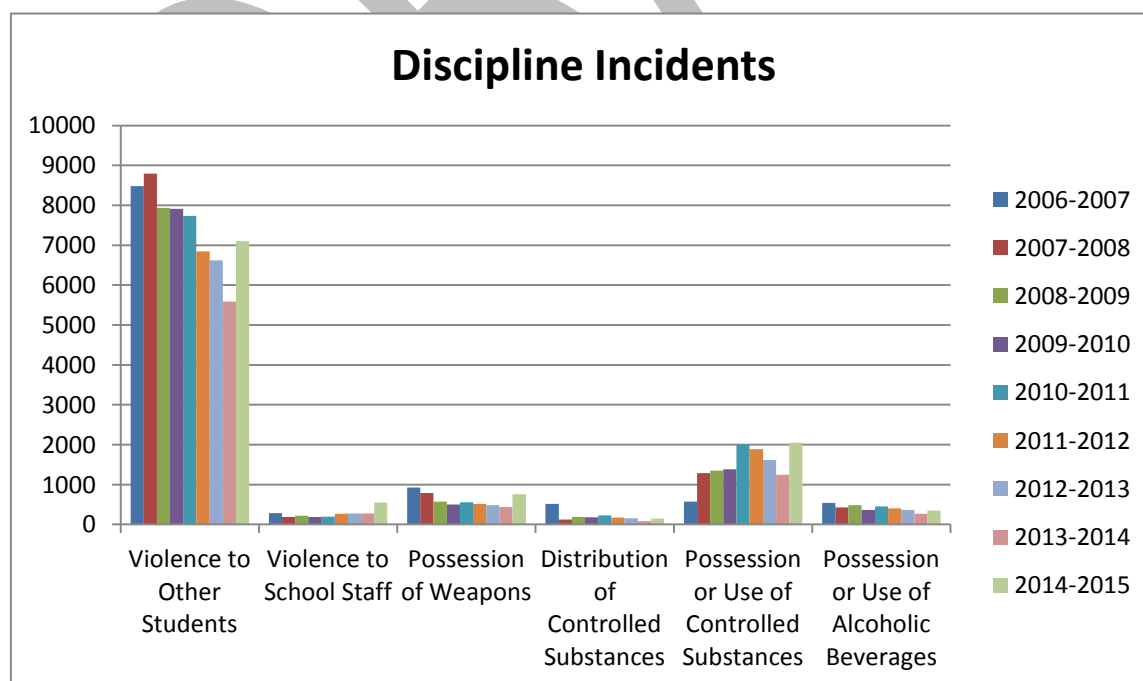


Figure 14 Change in type of discipline incidents, 2007 - 2015

FISCAL INFORMATION

Figure 15 provides data on per pupil expenditures. By far, the majority of funding per pupil is devoted to instruction, with the second highest going towards operations. There appears to be an inverse relationship between these two areas during the previous five years, and a slight increase in both during the 2014-2015 school year. [NOTE: While Department information on the state of local finances is somewhat limited by the State Accountability Information Network, Section 5 of this plan contains strategies dealing with the allocation of resources.]

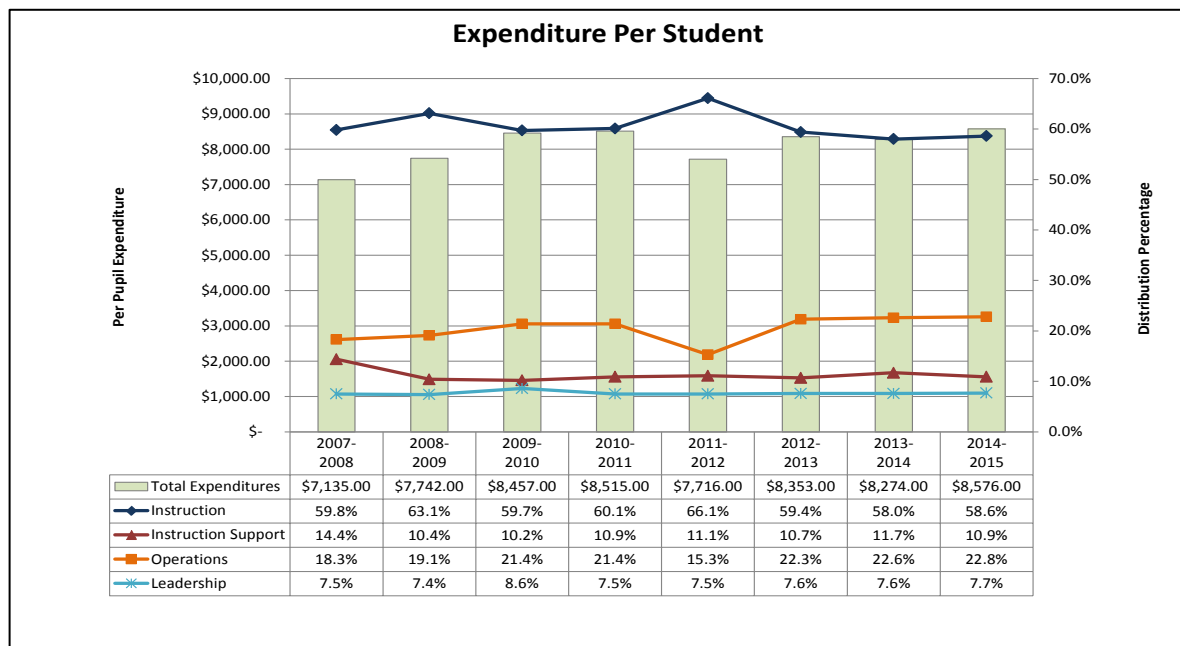


Figure 15 Expenditures per student by type 2008-2015

TEACHER AND CLASSROOM DATA

In accordance with the U.S. Department of Education (USDE)'s "Excellent Educators for All" initiative requirements, the Department received notification that the 2015 Nevada Plan to Ensure Equitable Access to Excellent Educators was approved on September 10, 2015. In addition to the federal requirement that states develop a plan to ensure that students from low-income families and students of color are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers, Nevada also included steps to address the equity issue for students with disabilities and English learners. Nevada is committed to ensuring that all

Statewide Teacher Vacancy as Reported by Districts on 12/4/15			
	Total Staffing	Total Vacancies	% of Positions Vacant
Statewide	21,972	817	4%
Clark	15,695	698	4%
Washoe	3,127	27	1%
Rurals	3,151	92	3%
Victory	1,071	95	9%
Zoom	1,660	94	6%
Focus	1,135	74	7%
Priority	1,328	99	7%
1-Star	460	39	8%
2-Star	4,729	304	6%
3-Star	9,813	354	4%
4-Star	3,548	67	2%
5-Star	3,000	39	1%

Table 3 Statewide teacher vacancy as Reported by Districts

students, but particularly those in these subgroups, have access to effective teachers and school leaders. Additionally, the number of teacher vacancies during the 2015-2016 school year is of particular concern, and is represented in Table 3.

SCHOOL PERFORMANCE PLANS

All public school principals, in consultation with staff, must prepare a plan to improve the achievement of pupils enrolled in the school (NRS 385.357). This plan, known as the School Performance Plan (SPP), is developed by completing a comprehensive needs analysis in order to determine the priority needs/goals, measurable objectives and action steps for the school to address and implement in order to improve. It is submitted annually to several state agencies and entities, including the State Board of Education and the Department of Education.

Legislation passed during the 2015 Legislative Session requires the State Board of Education to review the SPPs, determine common problems being identified by Nevada schools, and make recommendations to the Department on how to best support the needs of schools. The Department along with stakeholders reviewed the SPPs and the following themes have emerged, some of which mirror problems identified in Section 2:

- Increasing student achievement in English Language Arts and Mathematics;
- Providing professional development to teachers in order to increase effective instructional practices and skills in delivering curriculum aligned to state standards;
- Providing structures, such as professional learning communities, for teachers to effectively analyze student data and use the data to inform instruction;
- Improving the school's climate and culture; and
- In high schools, increasing graduation rates for all students.

SECTION 2: COMMON PROBLEMS AND FACTORS

State law requires this plan to include the "identification of any problems or factors common among the school districts or charter schools in this State, as revealed by the review and analysis" of certain data (outlined in Section 1 above). The Department has identified five problem areas that are readily apparent in the most recent student and school performance data:

1. Student performance in reading;
2. Student performance in mathematics;
3. Student performance at the middle school level;
4. Achievement gaps between student subgroups;
5. Early childhood preparation; and
6. Graduation Rates.

In addition, conversations between Department staff and stakeholders led to the identification of four factors associated more generally with the entire K-12 system of public education in Nevada. The four additional factors are as follows:

1. Aligned assessment system;
2. Education workforce quality, capacity and supply;
3. Sectors, silos, structures, and systems; and
4. Evaluation and accountability.

Presented in Section 3 are the strategies for improvement in each of these identified content areas, with a statement describing the problem or factor, the assignment of Department personnel, measurement criteria, and associated timelines. Several “cross-cutting” strategies are also presented.

SECTION 3: GOALS, OBJECTIVES, TIMELINE, AND STRATEGIES FOR IMPROVEMENT

The Department engaged in a significant restructure that concluded in winter 2014. As part of the restructure, Department staff reviewed data and research to identify critical strategies within and across offices that will result in increased student achievement and educator effectiveness. This process resulted in a number of objectives nested under each goal that defines the focus of each office within the Department. Alignment of the work by Department staff and the State Improvement Plan is evident in the following outline of the goals, objectives, and timelines that were established during the 2015 STIP and are presented below with status updates. Each office, in consultation with leadership, is tasked with identifying the work or strategies that will result in the measurable objectives listed below, which align with the common problems and factors identified within the STIP. It is our belief that these goals and objectives are aligned with the Department’s vision, mission, and priorities (see page 4) and with Nevada’s Strategic Plan for PreK-12 Educational Excellence (adopted in 2012). However, the presentation of the goals and objectives below contemplate a future review of the strategic plan given many of the timelines are, by their nature, extend beyond the “annual” nature of this particular plan. Please note that some objectives will not yet have a baseline or identify progress because of the testing irregularity. See Appendix II for the identification, by category, of the employees of the Department who are responsible for ensuring each provision of the plan is carried out effectively.

Goal 1: All students are proficient in reading by the end of 3rd grade.

Common Problems Addressed: 1, 3, 4, and 5

Common Factors Addressed: 1, 3, and 4

Objective 1.1 – Early Warning System

By June 2017, develop and implement an early warning system that predicts whether students are on track to be proficient in reading by the end of 3rd grade, measures progress towards proficiency at the end of Kindergarten, 1st grade, and 2nd grade.

- Assessments to determine proficiency will be identified by June 2015.
- System will be fully implemented by June 2016.
- 90% of schools will utilize the system by June 2017.

Status:

- Assessments suites to identify reading deficiencies for Kindergarten to Third Grade will be presented to the State Board of Education in April 2016.
- Read by Third Grade (SB391) from the 2015 Legislative Session and requires that all students in Kindergarten – Grade 3 are assessed and supported in literacy acquisition to ensure all students are proficient in reading by the end of 3rd grade.
- All public schools that provide K-3 are required to implement Read by Third Grade requirements beginning July 1, 2015.

Objective 1.2 – Third Grade Literacy

Increase the percentage of 3rd graders who are on or above grade level in reading*, as measured by end of year assessment**, from 61.1% to 82% by 2020.

*Students who have been in Nevada since 1st grade will be included in proficiency rates. **End-of-year assessment will change to Smarter Assessment during the 15-16 SY and may have an impact on baseline data.

Status:

- Starting in 2019, any Third Grade student not meeting proficiency requirements in reading will be retained.

Objective 1.3 – Kindergarten Readiness

Increase the percentage of students who enter Kindergarten ready to succeed, as measured by a Kindergarten Entry Assessment (KEA), from X% to Y% by 2020 (to be determined, see below).

Status:

- Kindergarten Entry Assessment identified by March 2015 – completed in February 2016 and will be implemented 2016-17 School Year
- Baseline data and target will be identified by April 2015 – will now be identified in April 2017 using existing data as available based on the selected KEA instrument.

Objective 1.4 – Quality Early Childhood Programs

Improve the quality of early childhood programs* receiving a "quality" rating from X% to Y% by 2020 (to be determined, see below).

Status:

- Definition of a "quality" rating will be defined by March 2015 - completed
 - A quality rating is defined as programs achieving 4 or 5 stars on the Silver State Stars Quality Rating and Improvement System (QRIS)**
- Baseline data and target will be identified by April 2015 - initial baseline data is being collected during the 2015-16 school year and will be identified by June 2016.
 - Of 398 licensed child care centers, 75 are actively participating in the QRIS (19%).

- Of 398 licensed child care centers, 45 are on the waiting list to begin participation in the QRIS (11%).
- Of the 23 rated licensed child care centers, 9 are rated as high quality (39%).

*“Early childhood program” refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, Zoom, and Victory).

**The QRIS is currently only available to licensed child care centers and Head Start programs. A QRIS for licensed family home providers and district pre-k programs is scheduled to begin July 2016. Targets have not been identified due to the limited number of programs able to participate in the QRIS.

Objective 1.5 – Access to Quality Programs

Increase access to “quality” early childhood programs* by increasing the number of seats meeting “quality” rating from X to Y by 2020 (to be determined, see below).

Status:

- The Department was awarded a four-year federal preschool development grant in 2015. The goal of the grant is to double the number of at-risk students being served in high need communities and provide access to full-day programs with quality control.
- “Quality” will be defined by March 2015 – completed
 - A quality rating is defined as programs achieving four or five stars on the Silver State Stars Quality Rating and Improvement System (QRIS).
- Baseline data and target will be identified by April 2015 - Initial baseline data is being collected during the 2015-16 school year and will be identified by June 2016.

Additional Note: Nevada is in the process of implementing a QRIS data system that will be able to report on data collected. This will include the total number of seats and those meeting a quality rating.

*“Early childhood program” refers to licensed child care facilities, Head Start programs, and district pre-k programs (e.g. State-funded, Title 1, Special Education, and SB504 Zoom).

Objective 1.6 – Early Childhood Students with an IEP

By 2018, improve the percentage of preschool students with an Individual Education Plan (IEP) who entered the program below age expectations in each outcome area (PSR, KS, AMN), that substantially increased their rate of growth by the time they turn 6 years of age or exited the preschool program, as measured by the Federal Early Childhood Outcomes (ECO) requirement in the Annual Performance Report. 80% of Preschool students will meet or exceed the expectations in each outcome area. Below are the changes from the 2013-14 school year to the 2014-15 school year:

Status:

- Positive Social Relationships - 78.55% in 2013-14 to 74% in 2014-15
- Knowledge and Skills – 77.06% in 2013-14 to 75.20% in 2014-15
- Appropriate Behaviors to Meet Needs - 72.21% in 2013-14 to 71.20% in 2014-15

- Strategies for Improvement: The root cause analysis regarding the slip in percentages indicates that inter-rater reliability on the assessments and improper reporting of data have contributed to the slight decrease in percent of students meeting expectations. In order to mitigate these factors, intensive technical assistance and training on the standardization of assessment with young children and on quality data reporting is currently being provided.

Objective 1.7 – Underperforming Elementary Schools

80% of Focus and Priority elementary schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.

80% of 1-Star elementary schools classified in September 2014 will be three star schools by 2018.

Status:

- After completing the 2014-15 school year, 4 elementary schools (6.3%) have met exit criteria and are no longer identified as Focus/Underperforming Schools:
 - Caliente ES, Lincoln CSD – 4 star school
 - Corbett ES, Washoe CSD – 3 star school
 - Lovelock ES, Pershing CSD – 3 star school
 - Roundy ES, Clark CSD – 4 star school
- 35 Elementary Schools (8 Priority; 23 Focus; 4 1-star) are implementing School Turnaround Plans focused on leveraging resources towards addressing the identified needs of the school in order to eliminate achievement gaps and increase student achievement.
- The NDE developed and is implementing a Theory of Action for Underperforming Schools, which establishes targeted strategies for school turnaround.
- The Legislature appropriated \$5 million over the biennium to support both districts and schools in implementing strategies that have been proven successful in underperforming schools.
- Unable to report any star rating changes from 2013-14 to the 2014-15 school year (SY) due to Nevada’s approved “accountability pause” from U.S. Department of Education. The accountability pause accounts for Nevada’s transition from previous state tests Grades 3-8 to Smarter Balanced CRTs.

Goal 2: All students enter high school with the skills necessary to succeed.

Common Problems Addressed: 1, 2, 3, and 4

Common Factors Addressed: 1, 3, and 4

Objective 2.1 – Middle School ELA Proficiency

Increase the percentage of 8th grade students who end the school year at or above proficiency in English Language Arts from 52.6% to 85% by August 2020.

Status:

- Baseline data and targets, including targets for subpopulations, will be modified (as necessary) following the first valid administration of the Smarter Balanced assessment in spring 2015.
 - Unable to report 2015 baseline data due to the testing irregularity's impact on Smarter Balanced assessment data Grades 3-8th
 - Will be completed spring 2016

Objective 2.2 – Middle School Math Proficiency

Increase the percentage of middle school students who successfully pass the End of Course examination in mathematics.

Status:

- Mathematics End of Course examination cut scores have been approved by the Council for Academic Standards with final approval by State Board of Education anticipated in March 2016.
- Baseline data and targets, including targets for subpopulations, will be established following the first administration of the End of Course assessments in spring 2016.

Objective 2.3 – Aligned Assessment, Accountability, and Reporting

By October 2015, obtain or develop an aligned assessment and accountability system to provide actionable information to support student achievement and improvement. System should include an aligned assessment system, and updated accountability framework.

Status:

- The NDE's Office of Assessment, Data and Accountability Management (ADAM) is working with a new assessment vendor, Data Recognition Corporation (DRC), to deliver and report High School Proficiency Examination (HSPE) and Smarter CAT assessments; and to develop, deliver, and report Nevada Alternate Assessment (NAA) and End of Course (EOC) assessments. The assessments represent an aligned system designed to provide meaningful feedback and actionable information to ensure students are progressing toward acquiring the knowledge and skills needed to be college and career ready after they leave high school.
- ADAM is developing and vetting a new Nevada Student Performance Framework (NSPF 2.0). This system is designed to provide clear and actionable information to help districts and schools evaluate and improve the effectiveness of their programs. Moreover, the system is designed to accurately classify the performance of schools and districts to inform public and policy makers as well as to provide ratings that promote academic achievement and progress toward post-secondary readiness.

By December 2015, improve the data system for the organization of assessment and accountability information.

Status:

- ADAM continues to work with the vendor eMetric to improve and support the data system for EdFacts (a federal reporting application)/Education Data Exchange Network database, Enhanced

Data Submission Application, the System of Accountability Information for Nevada, and Data Validation, Sign Off and Locking Application.

Objective 2.4 – Underperforming Middle Schools

80% of Focus and Priority middle schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.

80% of 1-Star middle schools classified in September 2014 will be three star schools by 2018.

Status:

- 15 Middle Schools (3 Priority; 10 Focus; 2 1-star) are implementing School Turnaround Plans focused on leveraging resources towards addressing the identified needs of the school.
- The NDE developed and is implementing a Theory of Action for Underperforming Schools, which establishes targeted strategies for school turnaround.
- The Legislature appropriated \$5 million over the biennium to support both districts and schools in implementing strategies that have been proven successful in underperforming schools.
- Unable to report any star rating changes from 2013-14 to the 2014-15 school year (SY) due to Nevada's approved "accountability pause" from U.S. Department of Education. The accountability pause accounts for Nevada's transition from previous state tests Grades 3-8 to Smarter Balanced CRTs.

Goal 3: All students graduate college and career ready.

Common Problems Addressed: 1,2,3,4, and 6.

Common Factors Addressed: 1, 3, and 4

Objective 3.1 – Standards Implementation (ELA, Math, Science)

By December 2017, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in science.

Status:

- The new Science standards "Implementation Guide" has been completed and was presented to districts on February 5, 2016 in Las Vegas.
- A majority of districts have started the "awareness" campaign around the science standards and instruction around the new science standards has begun.

By December 2016, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in ELA and Math.

Status:

- In Spring 2015, 75% of the districts reported full-implementation of the NACS in ELA and Math.
- Regional Professional Development Programs (RPDPs) focus professional development activities

on NACS full-implementation in targeted districts in their regions.

- NDE instructional materials designed to help facilitate the classroom implementation of the NACS have been distributed and can be found on the NDE website.

Objective 3.2 – Underperforming High Schools

80% of Focus and Priority high schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.

80% of 1-Star high schools classified in September 2014 will be three star schools by 2018.

Status:

- 23 High Schools (16 Priority; 0 Focus; 7 1-star) are implementing School Turnaround Plans focused on leveraging resources towards addressing the identified needs of the school.
- The NDE developed and is implementing a Theory of Action for Underperforming Schools, which establishes targeted strategies for school turnaround.
- The Legislature appropriated \$5 million over the biennium to support both districts and schools in implementing strategies that have been proven successful in underperforming schools.
- Unable to report any star rating changes from 2013-14 to the 2014-15 school year (SY) due to Nevada's approved "accountability pause" from U.S. Department of Education. The accountability pause accounts for Nevada's transition from previous state tests Grades 3-8 to Smarter Balanced CRTs.

Objective 3.3 – Career and Technical Education Expansion

By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.

Status:

- The number of students who completed the CTE program and took both state CTE assessments increased from 5,136 in 2013-14 to 6,158 in 2014-15.
 - 40% of the 5,136 students in 2013-14 earned the Nevada Certificate of Skill Attainment.
 - 40% of the 6,158 students in 2014-15 earned the Nevada Certificate of Skill Attainment.
- The 2015 Legislature increased funding for CTE programs by \$16.3 million over the biennium.

Objective 3.4 – Adult High School Completion

Increase the number of adult high school students who earn an adult standard diploma, certificate of high school equivalency, or a vocational certificate from 4,528 to 5,240 by June 2017.

Status:

- The number of student who earned an adult standard diploma, certificate of high school equivalency, or vocational certificate decreased from 4,528 in 2013-14 to 3,867 in 2014-15.

- Strategies for Improvement: In 2014-15, audits were conducted in two counties revealing a need for both programs to be restructured. This affected both the students served and the reporting of outcomes, which impacted the number of adult high school students who earned an adult standard diploma, certificate of high school equivalency, or a vocational certificate. Intensive technical assistance and support as well as frequent monitoring is being provided to ensure accuracy in numbers served. Additional focus on all programs will concentrate on increasing the number of students earning a diploma or certificate in order to meet the target in June 2017.

Objective 3.5 – Graduation Rate

Increase the statewide cohort graduation rate from 70% to 85% by 2020. The statewide cohort graduation rate increased from 70% in 2013-2014 to 70.8% in 2014-2015. Below shows the progress from the 2015 cohort:

- Increase the graduation rate of ELL students from 28.6% to 60% by 2020.
 - Increased to 32.1% for the 2015 cohort.
- Increase the graduation rate of African-American students from 53.9% to 73% by 2020.
 - Increased to 55.5% for the 2015 cohort.
- Increase the graduation rate of Latino students from 64.6% to 80% by 2020.
 - Increased to 66.7% for the 2015 cohort.
- Increase the graduation rate of students with an individual education plan from 27.6% to 56% by 2020.
 - Increased to 29% for the 2015 cohort.

Goal 4: Effective educators serving students at all levels

Common Problems Addressed: 1,2,3,4, 5, and 6

Common Factors Addressed: 2, 3, and 4

Objective 4.1 – NEPF Implementation

By June 2017, 100% of teachers and administrators receive a 4-tiered rating based on both the educational practice and student outcomes domains of the Nevada Educator Performance Framework (NEPF).

Status:

- As a result of Assembly Bill 447 from the 2015 Legislative Session, all teachers and administrators will receive a 4-tiered rating based on educational practice, but not student outcomes, for the 2015-2016 school year.
 - For the 2016-2017 school year, all teachers and administrators will receive a 4-tiered rating based on both the educational practice and student outcomes. Student outcomes data will account for at least 20% of the evaluation.

- For the 2017-2018 school year and onward, student outcomes data will account for at least 40% of the evaluation.

Objective 4.2 – Educator Effectiveness

By June 2020, increase the percent of educators who are identified as "Highly Effective" from X% to Y% and decrease the number of educators identified as "Ineffective" from X% to Y% (to be determined, see below).

Status:

- Baseline data will be determined by June 2017 using the 2016-2017 effectiveness ratings
- The 2015 Legislature appropriated \$9.8 million over the biennium for the Department to incentivize professional development and improvements to the educator pipeline.

Objective 4.3 – Educator Licensure System Alignment

Align the educator licensure system with educator evaluation system data by June 2020.

Status:

A review and analysis of information from the initial years of NEPF implementation, along with the results of a legislatively approved licensure study during 2016, an updated online licensure management software system, and the statewide implementation of Infinite Campus, will be utilized to develop a plan for aligning educator licensure with the evaluation system by June 2020.

Objective 4.4 – Customer Satisfaction

By June 2016, 90% of licensure customers will indicate they had a positive customer experience as measured by the survey.

Status:

- As determined by satisfaction surveys, the Office of Educator Licensure currently has an overall customer satisfaction rating of 84.8%, which is an increase of 33% from 18 months ago.
- Additionally, a majority of those who expressed less than positive customer experiences attributed their responses to the lack of an online licensure application system. Therefore, we anticipate the positive experience percentage to continue to increase significantly upon approval of a legislative Technology Investment Request for a new online licensure management system, with implementation beginning in 2016.

Objective 4.5 – Access to High Quality Instructional Material

By June 2017, X% of Nevada teachers will be able to collaborate on instructional materials through an open-source platform for all subject areas, Y% indicate that the content is useful and of high-quality, and Z% contribute (to be determined, see below).

Status:

- In July 2015, the Smarter Balanced Digital Library was activated and available for all Nevada teachers. Districts were notified of the digital library procurement process for signing teachers up for this instructional resource.
- Professional Development opportunities through the Mega Conference, webinars, website and other avenues.
- Roll-out Plan for Digital Library has been developed and is on target.

Objective 4.6 – Family Engagement

Increase the number of schools using all six Nevada Parent Family Engagement Standards from X to Y by 2020 (to be determined, see below), as evidenced by Annual School Performance Plan data.

- 2013-2014 baseline data will be used to determine targets by March 2015.

Status:

Due to the State Board's approval of a revised statewide Parent Family Engagement Policy in fall 2015 and updated data collection and review processes and procedures, 2015-2016 school data will be used to determine X baseline data and Y targets in June 2016.

Goal 5: Ensure efficient and effective use of public funds to achieve the highest return on educational investment

Common Problems Addressed: 1,2,3,4, 5, and 6

Common Factors Addressed: 3 and 4

Objective 5.1 – Fiscal Transparency

Increase transparency of school expenditures across the categories of instruction, instructional support, operations, leadership and other commitments in order to inform school improvement plans and support increased student achievement.

Status:

- The total number of grants available on-line for viewing increased from 10 grants to 19 grants (47% increase). The NDE's on-line grants management system (ePAGE) increases the transparency of school expenditures by giving public access to all grants managed in this system.
- The NDE website has established a webpage dedicated to posting all available grant opportunities and successful grant applications.

Objective 5.2 – Establish Grant Unit

Improve grant program outcomes by reducing the time and effort spent on administrative grant management activities by program staff from 9 hours per week to 2 hours per week by January 2017.

Status:

- The NDE's Grant Management Unit/Team was established July 1, 2015.
- A uniform, streamlined grants management system was developed between July 2015-December 2015.
- Training on the uniform system was conducted in February 2016; piloting of new system to be conducted Spring 2016.

Objective 5.3 – Enrollment Disallowances

Reduce the percent of enrollment disallowances from X% to Y% by June 2018 (to be determined, see below).

- Baseline data will be determined by February 2015.

Status:

The procedures for enrollment audits were revised based upon the approval of Senate Bill 508 (Chapter 536, Statutes of Nevada, 2015). This measure repealed Nevada's single count day for enrollment counts to a quarterly Average Daily Enrollment (ADE) program. Due to this change, baseline data will be collected during the 2015-2016 school year and determined by July 2017.

SECTION 4: INFORMATION CONCERNING SUCCESS AFTER GRADUATION

State law requires this plan to include strategies to provide information in the areas of admission requirements for institutions of higher education, opportunities for financial aid, the Governor Guinn Millennium Scholarship, and preparation for success after graduation. These strategies are integrally aligned with the Department's vision of "all Nevadans ready for success in the 21st Century."

The Department's website currently contains a variety of information related to the transition from secondary to postsecondary education or careers. While some progress has been made to enhance the Department's website, the information remains incomplete or difficult to locate. As recommended in the 2014 STIP, the Department will create a "success after graduation" webpage that consolidates information (or links to information) on the following topics:

- Nevada College Savings Plans Program (link to State Treasurer's webpage)
- Nevada Prepaid Tuition Program (link to State Treasurer's webpage)
- Governor Guinn Millennium Scholarship Program (link to State Treasurer's webpage)
- Nevada College Kick Start Savings Program (link to State Treasurer's webpage)
- Nevada GEAR UP program
- Articulated-credit programs (currently on CTE programs webpage)
- GoToCollegeNevada.org campaign (currently on school counselor webpage)

Progress has been made. For many years, high school students have earned postsecondary credits through the completion of Career and Technical Education (CTE) coursework through articulation agreements with each college (i.e., CSN, GBC, TMCC and WNC). In 2014, a significant change occurred which aligns a number of goals and objectives described within the body of this document. The Nevada System of Higher Education and the Nevada Department of Education established a new system to

award college credit to high school students who complete state-approved CTE programs. The CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program. The colleges determine the credit value of a full high school CTE program based on course alignment.

SECTION 5: ALLOCATION OF RESOURCES/BUDGET

State law requires this plan to include an analysis of and strategies to improve the allocation of financial resources dedicated to K-12 public education. However, much of the data required is not currently available to the Department because certain requirements of NRS 386.650 concerning the automated system of accountability information have never been met; specifically, the automated system does not have the capacity to fully access financial accountability information for each public school, for each school district, and for this state as a whole. The Department therefore proposes the following baseline strategies and the continuation of exploratory work begun in 2014 to begin the work of better analyzing how the allocation of State resources actually improves the academic achievement of pupils.

Strategies for Improvement

STRATEGY	STAFF LEAD	TIMELINE
Gather information on the means of funding student needs through weighted formulas and data collection, as recommended by Governor Sandoval.	Canavero	2015-17 Biennium
Prepare a report on the impact of categorical funding awarded to schools and districts in prior biennium.	Martini	October 2016
Review and where possible standardize (and publicize) procedures for NDE grants.	Martini	May 2016
Prepare a “return on investment” analysis that considers all funding allocated to underperforming schools and the educational outcomes associated with the funding. The analysis must be able to identify cost effective strategies that result in student improvement.	Martini	December 2016
Establish third-party evaluation system and/or reporting mechanism for categorical funding/grants.	Martini	Ongoing

Budget Impact of This Plan

The provisions of this plan are within the legislatively-approved budget for the Department of Education. The following items from Section 3 were reported as not funded in the 2015 STIP, however, the legislature passed legislation that increased the investment and made changes to modernize our state’s PK-12 system:

- The development and deployment of an “early warning system”;
- Sustainability funding for an online portal to provide teachers access to high quality instructional material; and
- The funding of strategies related to supporting the improvement of underperforming schools.

APPENDIX I

Grade 3 CRT Results 2013-2014

	State	Sex		Ethnicity							Special Populations					
		Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Total Enrollment	34299	16800	17499	374	3424	14372	11886	2052	1712	479	3607	30692	8617	25682	21169	13130
Number Tested	31861	15598	16263	344	3281	13216	11007	1926	1634	453	3350	28511	7905	23956	19603	12258
Mathematics Mean Scale Score	324.6	325.3	323.9	311.3	293.5	311.7	343.1	334.9	358.1	323.3	276.7	330.2	300.2	332.6	310	347.9
% Proficient	65.4	65.5	65.3	57	45.7	57.6	77.1	71.3	84.8	64.5	35.8	68.9	49.7	70.6	56.6	79.5
Number Tested	32232	15776	16456	337	3269	13292	11304	1952	1619	459	3357	28875	7905	24327	19709	12523
Reading Mean Scale Score	314.5	320.9	308.5	294.6	282.2	295.1	339.1	333.3	350.5	313.9	241.3	323.1	273.2	328	294.7	345.8
% Proficient	61.1	64.2	58.2	51.9	44.2	50.9	74.3	70.2	78.1	61.9	26.6	65.1	38.4	68.5	50.8	77.4

Grade 4 CRT Results 2013-2014

	State	Sex		Ethnicity							Special Populations					
		Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Number Enrolled	33571	16555	17016	336	3223	14117	11714	1909	1812	460	3637	29934	5647	27924	20425	13146
Number Tested	31211	15402	15809	315	2997	13080	10889	1775	1723	432	3352	27859	5254	25957	18942	12269
Mathematics Mean Scale Score	324	324	324	308.3	298.2	313.7	338	332.8	351.5	323.7	281.8	329	291.7	330.5	311.7	342.8
% Proficient	70.2	70.3	70.2	57.5	50.7	63.8	80.1	75.7	87.6	71.5	35.1	74.5	44.1	75.5	61.8	83.3
Number Tested	31324	15461	15863	300	3059	13164	10813	1813	1735	440	3359	27965	5303	26021	19049	12275
Reading Mean Scale Score	327.3	336.3	318.6	305.4	296.6	311	349.2	340.4	358.2	329.1	247.9	336.9	268	339.4	308.7	356.2
% Proficient	68.5	72.7	64.4	54.3	52.2	60.4	79.7	75.7	83.4	69.3	26.2	73.6	34.3	75.4	59.4	82.5

Grade 5 CRT Results 2013-2014

Grade 5 CRT Results 2013-2014		Sex			Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	33750	16470	17280	330	3345	13867	11885	1931	1911	480	3580	30170	4442	29308	20154	13596
	Number Tested	31241	15228	16013	314	3013	12743	11187	1764	1785	434	3347	27894	4176	27065	18538	12703
	Mean Scale Score	330.5	332.8	328.4	298.2	284.6	313.3	354.2	344.3	377	321.1	251.4	340	264.2	340.8	308.9	362
	% Proficient	66.7	68.2	65.3	50	45	59.9	77.2	73.5	83.4	64.3	27.7	71.4	32.4	72	57.5	80.1
Reading	Number Tested	31496	15366	16130	302	3152	12898	11150	1796	1755	442	3331	28165	4091	27405	18747	12749
	Mean Scale Score	329.3	336.7	322.2	308.4	293.4	310.7	354.4	344.6	359.8	323.2	240.5	339.8	250.9	340.9	308.6	359.7
	% Proficient	67.6	70.8	64.5	59.9	49.9	58.7	79.6	76.1	81.1	66.5	22.9	72.8	22.6	74.3	58	81.7
Science	Number Tested	33634	16416	17218	330	3326	13825	11839	1926	1908	479	3561	30073	4429	29205	20077	13557
	Mean Scale Score	319.4	316.7	321.9	303.6	282.5	300.8	347	331.8	340.4	308.2	265.2	325.8	255.9	329	300	348.1
	% Proficient	64	62.8	65.3	55.8	41.5	52.9	80.6	72.2	76.1	58	31.1	68	20.6	70.6	52.7	80.8

Grade 6 CRT Results 2013-2014

Grade 6 CRT Results 2013-2014		Sex			Ethnicity						Special Populations						
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	34126	16542	17584	362	3432	14188	11888	1795	1999	460	3526	30600	3993	30133	20239	13887
	Number Tested	32017	15551	16466	349	3214	13181	11174	1703	1952	442	3255	28762	3678	28339	18915	13102
	Mean Scale Score	295.2	299	291.6	278.7	250.1	276.8	319.8	309.2	343.4	296.1	213.2	304.5	222	304.7	274.2	325.6
	% Proficient	48.9	50.1	47.7	40.7	25	38	62.9	56.5	75.6	51.1	13.1	52.9	11.4	53.7	37.3	65.6
Reading	Number Tested	31659	15313	16346	334	3109	13135	11126	1664	1864	425	3279	28380	3718	27941	18753	12906
	Mean Scale Score	315.4	327.7	304	298.7	272.9	294.7	342.9	331.5	357.8	313.5	218.3	326.7	224.7	327.5	292.5	348.8
	% Proficient	60.8	66.4	55.6	51.8	38.8	50.9	74.8	68.8	79.3	59.8	16.8	65.9	13.2	67.2	50.1	76.5

Grade 7 CRT Results 2013-2014

Grade 7 CRT Results 2013-2014		Sex			Ethnicity						Special Populations						
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	34605	16851	17754	389	3421	14199	12255	1768	2145	425	3335	31270	4227	30378	19800	14805
	Number Tested	32147	15651	16496	375	3104	12661	11831	1690	2073	410	3079	29068	3763	28384	17859	14288
	Mean Scale Score	302.6	304.9	300.4	286.3	263.6	283.2	323.2	316.8	353.3	305.6	221.1	311.3	233.1	311.8	281.5	329.1
	% Proficient	53.5	54.8	52.2	41.9	32.3	42	65.9	61.1	79.6	57.6	12.9	57.8	13.4	58.8	41.2	68.8
Reading	Number Tested	32427	15767	16660	363	3194	13327	11429	1662	2040	410	3110	29317	3979	28448	18524	13903
	Mean Scale Score	316.3	330.7	302.7	298.4	282.3	297.6	337.9	334.7	358.8	319.5	221.5	326.4	235.7	327.6	295.4	344.2
	% Proficient	61.7	68.3	55.4	52.9	43.9	51.9	73.3	70.6	82.2	63.2	15	66.6	16.3	68	50.9	76

Grade 8 CRT Results 2013-2014

Grade 8 CRT Results 2013-2014		Sex			Ethnicity							Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	34230	16331	17898	340	3518	13776	12409	1667	2087	426	3278	30952	3466	30764	18956	15274
	Number Tested	31978	15286	16691	306	3345	12636	11727	1581	1978	398	3081	28897	3136	28842	17539	14439
	Mean Scale Score	276.3	279.2	273.6	260	247.7	262.3	291.5	287.6	315.8	282.3	212.9	283	223.8	282	260.5	295.5
	% Proficient	36.7	37.8	35.7	23.9	18.5	26.1	47.7	44	65.1	43	5.7	40	6.7	40	25.4	50.4
Reading	Number Tested	31696	15116	16579	318	3152	12931	11493	1530	1865	400	3023	28673	3256	28440	17531	14165
	Mean Scale Score	299.6	311.1	289.1	281	273	285.9	316.5	311.5	328.8	301.5	222.8	307.7	230.6	307.5	282.8	320.4
	% Proficient	52.6	58.7	47.1	41.5	35.7	43.1	64.3	60.7	71	50.8	9.3	57.2	7.1	57.9	41.7	66.2
Science	Number Tested	33926	16200	17725	336	3462	13644	12322	1651	2079	425	3217	30709	3423	30503	18738	15188
	Mean Scale Score	310.4	309.5	311.3	289.6	268.5	289.8	337.5	328.2	345	309.3	230.9	318.8	227.1	319.8	288.4	337.6
	% Proficient	57.2	56.4	57.9	45.5	35.1	45.8	72	68	74.9	53.9	17.2	61.4	10.5	62.4	45.4	71.7

Grade 8 CRT Results 2014-2015

Grade 8 CRT Results		2014-2015			Sex		Ethnicity						Special Populations					
		State	Female	Male	Am In/ AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL	
	Number Enrolled	35086	17038	18048	384	3572	14399	12200	1853	2229	448	3538	31548	4616	30470	18980	16106	
Mathematics																		
Reading																		
Science	Number Tested	34187	16656	17531	368	3419	14078	11880	1802	2198	441	3223	30964	4481	29706	18399	15788	
	Mean Scale Score	319.8	319.1	320.5	305.7	280.3	298.1	347.1	336.1	361.7	322.2	238.1	328.3	244.5	331.2	296.7	346.8	
	% Proficient	62.3	62.2	62.4	54.9	40.9	51.3	76.9	71.2	81	64.9	19.6	66.8	19	68.9	50.5	76.1	

**Grade 11 HSPE Results
2014-2015**

Grade 11 HSPE Results 2014-2015		Sex			Ethnicity							Special Populations					
		State	Female	Male	Am In/AK Native	Black	Hispanic	White	Two or More Races	Asian	Pacific Islander	IEP	Not IEP	ELL	Not ELL	FRL	Not FRL
Mathematics	Number Enrolled	32238	15929	16309	325	3192	12589	11848	1700	2134	450	2956	29282	1711	30527	15426	16812
	Number Tested	31256	15513	15743	302	3024	12193	11535	1661	2105	436	2622	28634	1594	29662	14806	16450
	Mean Scale Score	273.6	274.1	273	258.5	243.4	259.7	289	282.9	308.3	268.4	207.4	279.6	203.7	277.3	258.4	287.2
	% Proficient	76.4	77.6	75.2	72.8	59.8	69.8	84.7	82.1	89.7	75	32.2	80.5	28	79	68.6	83.4
Reading	Number Tested	31241	15545	15696	300	3008	12181	11545	1670	2103	434	2608	28633	1584	29657	14796	16445
	Mean Scale Score	357.2	366.2	348.4	336.6	323.2	338.1	380.6	370.1	382.8	348.4	255.8	366.5	237.2	363.6	336.5	375.9
	% Proficient	82	85.6	78.4	75.3	69.3	76.1	89.7	87.6	88.9	79	34.7	86.3	22.5	85.2	74.9	88.3
Science	Number Tested	31224	15490	15734	298	3010	12186	11543	1656	2098	433	2609	28615	1595	29629	14781	16443
	Mean Scale Score	325.6	321.7	329.5	314.1	302.6	314.6	340.1	333	340.6	317.9	277.8	330	266.2	328.8	314.3	335.7
	% Proficient	78.9	77.3	80.4	70.8	60.4	72	89.1	84.1	87.8	72.1	37.4	82.6	24.8	81.8	71	86
Writing	Number Tested	30850	15438	15412	298	2946	12022	11414	1646	2095	429	2525	28325	1523	29327	14535	16315
	% Proficient	80.7	87.3	74.1	78.5	70	75.2	86.9	87.6	88.4	82.5	32.2	85.1	23.8	83.7	73.6	87.1

NAEP - Grade 4 Mathematics					
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	232	26	74	30	3
2008-2009	235	21	79	32	3
2010-2011	237	21	79	36	5
2012-2013	236	20	80	34	4
2014-2015	234	24	76	32	4
NAEP - Grade 4 Reading					
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	211	43	57	24	5
2008-2009	211	43	57	24	4
2010-2011	213	42	58	25	5
2012-2013	214	39	61	27	5
2014-2015	214	39	61	29	6
NAEP - Grade 8 Mathematics					
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	271	40	60	23	4
2008-2009	274	37	63	25	5
2010-2011	278	33	67	29	6
2012-2013	278	32	68	28	6
2014-2015	275	35	65	26	5
NAEP - Grade 8 Reading					
	Average Scale Score	% Below Basic	% Basic or Above	% Proficient or Above	% Advanced
2006-2007	252	37	63	22	2
2008-2009	254	35	65	22	1
2010-2011	258	31	69	26	2
2012-2013	262	28	72	30	3
2014-2015	259	29	71	27	2

APPENDIX II

Goal	Performance Measure/Objective	District Support Services	Department Support Services	Audit	Educator Licensure	Parent Involvement and Family Engagement	Educator Development and Support	Early Learning and Development	Standards and Instructional Support	Student and School Support	CRALEO	ADAM	Special Education
Goal 1: All students are proficient in reading by the end of 3rd grade.	By June 2017, develop and implement an early warning system that predicts whether students are on track to be proficient in reading by the end of 3rd grade, measuring progress towards proficiency at the end of Kindergarten, 1st grade, and 2nd grade. • Assessments to determine proficiency will be identified by June 2015 - completed • System will be fully implemented by June 2016. • 90% of schools will utilize the system by June 2017.							C	C	C		O	C
	Increase the percentage of 3rd graders who are on or above grade level in reading*, as measured by end of year assessment**, from 61.1% to 82% by 2020. *Students who have been in Nevada since 1st grade will be included in proficiency rates. **End-of-year assessment will change to Smarter Assessment during the 14-15 SY and may have an impact on baseline data.							O	C	C	C	C	C
	Increase the percentage of student who enter Kindergarten ready to succeed, as measured by a Kindergarten readiness assessment, from X% to Y% by 2020. • Kindergarten readiness assessment will be identified by March 2015 - completed • Baseline data and target will be identified by April 2017 using existing data as							O	C	C	C	C	C

	Relationships 77.06% to 80% -Knowledge and Skills 72.21% to 80% -Appropriate Behaviors to Meet Needs												
	80% of Focus and Priority elementary schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018. 80% of 1-Star elementary schools classified in September 2014 will be three star schools by 2018.	C						C	C	O		C	C
Goal 2: All students enter high school with the skills necessary to succeed.	Increase the percentage of 8th grade students who end the school year at or above proficiency in English Language Arts from 52.6% to 85% by August 2020. • Baseline data and targets, including targets for subpopulations, will be modified (as necessary) following the first administration of the Smarter assessment in spring 2016.				C		C		C	O	C	C	C
	Increase the percentage of middle school students who successfully pass the End of Course examination in mathematics. • Baseline data and targets, including targets for subpopulations, will be established following the first administration of the End of Course assessments in spring 2016.				C		C		C	O		C	C

Goal 3: All students graduate college and career ready.	<p>By October 2015, obtain or develop an aligned assessment and accountability system to provide actionable information to support student achievement and improvement. System should include an aligned assessment system, and updated accountability framework.</p> <p>By December 2015, improve the data system for the organization of assessment and accountability information.</p>				C		C		C	O	C	C	C
	<p>80% of Focus and Priority middle schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.</p> <p>80% of 1-Star middle schools classified in September 2014 will be three star schools by 2018.</p>	C				C	C	C		O		C	C
	<p>By December 2017, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in science.</p> <p>By December 2016, 100% of schools report full-implementation of the Nevada Academic Content Standards (NACS) in ELA and Math</p>				C				O				
	<p>80% of Focus and Priority high schools designated in 2014-2015 (using 2013-2014 NSPF data) will exit this status by September 2018.</p> <p>80% of 1-Star high schools classified in September 2014 will be three star schools by 2018.</p>							C	C	O	C	C	C
	<p>By 2020, 11,000 students will complete a CTE program of study and 50% of the completers will earn the Nevada Certificate of Skill Attainment.</p>										O	C	

	<p>Increase the number of adult high school students who earn an adult standard diploma, certificate of high school equivalency, or a vocational certificate from 4,528 to 5,240 by June 2017.</p>											O	C	
	<p>Increase the statewide cohort graduation rate from 70% to 85% by 2020.</p> <ul style="list-style-type: none"> • Increase the graduation rate of ELL students from 28.6% to Y% by 2020. • Increase the graduation rate of African-American students from 53.9% to Y% by 2020. • Increase the graduation rate of Latino students from 64.6% to Y% by 2020. • Increase the graduation rate of students with an individual education plan from 27.6% to 56% by 2020. 						C	C	O	C	C	C		
<p>Goal 4: Effective educators serving students at all levels.</p>	<p>By June 2017, 100% of teachers and administrators receive a 4-tiered rating based on both the educational practice and student outcomes domains of the Nevada Educator Performance Framework (NEPF).</p>						O		C					
	<p>By June 2020, increase the percent of educators who are identified as "Highly Effective" from X% to Y% and decrease the number of educators identified as "Ineffective" from X% to Y%.</p> <ul style="list-style-type: none"> • Baseline data will be determined by June 2017. 						O							

	Align the educator licensure system with educator evaluation system data by June 2020.				O		C					
	By June 2016, 90% of licensure customers will indicate they had a positive customer experience as measured by the survey.				O		C					
	By June 2017, X% of Nevada teachers will be able to collaborate on instructional materials through an open-source platform for all subject areas, Y% indicate that the content is useful and of high-quality, and Z% contribute. • Systems are actively being developed. Baseline and targets will be established based on the initial rollout of the online collaboration portal.						C		O			
	Increase the number of schools using all six Nevada Parent Family Engagement Standards from X to Y by 2020, as evidenced by Annual School Performance Plan data. • 2013-2014 baseline data will be used to determine targets by March 2015.					O						
Goal 5: Ensure efficient and effective use of public	Increase transparency of school expenditures across the categories of instruction, instructional support, operations, leadership and other commitments in order to inform school improvement plans and support increased student achievement.	O								C		

funds to achieve the highest return on educational investment.	Improve grant program outcomes by reducing the time and effort spent on administrative grants management activities by program staff from 9 hours per week to 2 hours per week by January 2017.	C	O										
	Reduce the percent of enrollment disallowances from X% to Y% by June 2018. • Baseline data will be determined by February 2015.	C		O									

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